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## ABSTRACT

This monograph on community colleges and international/intercultural education begins with a rationale for international education, which emphasizes North American students' low level of awareness of international affairs and events and the importance of a knowledge of other societies in an increasingly interdependent world. After citing various definitions of international education, the monograph examines the role of the community college in its development. Next, a chronology is presented of developments in internationalizing the community college, and changes in college curricula in the areas of foreign language and international studies are reviewed. The following sections highlight faculty development efforts utilizing study abroad programs and international seminars; point to the increased availability of student study abroad programs; and consider the growing number of foreign students and their impact on the community college. Then, the value of consortial arrangements and the sharing of experience with foreign colleagues through joint programs and seminars is discussed, and future prospects for internationalizing the community college are outlined. Appendices include a position paper on the role of the American Association for Community and Junior Colleges on international education and a resolution in support of international education by the Florida legislature. (HB)

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## INTERNATIONALIZING THE COMMUNITY COLLEGE

A. HUGH ADAMS and

GLENDA EARWOOD

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INSTITUTE FOR STUDIES IN HIGHER EDUCATION

JC 830 000

**INTERNATIONALIZING  
THE  
COMMUNITY COLLEGE**

**A. Hugh Adams**

**and**

**Glenda Earwood**



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## FOREWORD

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This is the second in a series of papers produced as a result of the Fellows Program which was initiated by the Institute in 1982. Dr. A. Hugh Adams, President of Broward Community College, was selected as an Institute Fellow in recognition of his leadership and achievements in higher education at the state, national, and international levels. His interest and dedication in the development of international/intercultural education is appropriately reflected in his choice of topic for study during the academic year.

International education is critical to America's economic health and security. Since the early 1970's, community colleges have become increasingly involved in international education; therefore the focus of this monograph examines what international/intercultural education is, the role of community colleges in international education, and some of the events which have led to the increased internationalizing of community colleges. International education activities in community colleges have ranged from revising the curriculum to include a greater perspective to faculty development programs aimed at promoting international experiences, to offering student study abroad programs, to an increasing number of international students enrolling in community colleges, as well as to consortia arrangements whereby community colleges work cooperatively to offer international experiences. Community colleges are offering their model of providing access to higher education as an example to the world, thus demonstrating through exchange of ideas that we are all partners in a common cause of peace.

### ABOUT THE INSTITUTE

The Institute was established by the higher education faculty to provide a focus for studies in educational policy. It extends the emphasis on the policy sciences at The Florida State University to the discipline of Education.

The Institute is dedicated to a mission of research and service at the state, national, and international levels. Four purposes have been identified, including: (1) To focus upon institutional, state, regional, and national issues of management, governance, finance, educational programs and educational services through descriptive and analytic studies or through synthesizing analytic or evaluative aspects of postsecondary education; (2) To serve Florida State University as well as the State of Florida as a resource for policy analysis and research on issues of postsecondary education within the scope of the Institute's mission; (3) To complement the scholarly activities of the graduate program in higher education of the Department of Educational Leadership; and, (4) To serve as an initiator of activities and services intended to assist practitioners to deal better with problems and issues confronting immediate and future dimensions of institutional operation and vitality.

### ABOUT THE FELLOWS PROGRAM

The Fellows Program is sponsored by the Institute for Studies In Higher Education as one of several initiatives intended to enhance the higher education master's and doctoral programs, contribute to scholarly studies on higher education, and be of service to postsecondary education at the state, regional, and national levels. In addition to the Fellows Program, the Institute augments the instructional program in higher education,

sponsors research and developmental projects of faculty within the Department of Educational Leadership and throughout the College of Education, and assists doctoral students of postsecondary education.

The Fellows Program was instituted in academic year 1981-82 with the objective of attracting successful practitioners with demonstrated scholarly interests and abilities who would enrich the graduate program by participation in selected seminars and other opportunities for interaction with faculty and graduate students while in residence. In addition, the Fellow is expected to produce a paper on an issue or problem which reflects his/her interest and experience.

The 1981-82 Institute Fellows were identified through a nomination process whereby faculty and graduate students were invited to submit names for consideration. The higher education faculty then established criteria and priorities which resulted in the identification of those invited. We were most gratified by the enthusiastic response and the fact that all six nominees for 1981-82 accepted our invitation.

Louis W. Bender  
Institute Director

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## PREFACE

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This monograph was prepared as part of my Visiting Fellows Program appointment with the Institute for Studies In Higher Education, The Florida State University.

This project could not have been accomplished without the willing and able assistance of Ms. Glenda F. Earwood, Graduate Assistant at The Florida State University. She reviewed the materials and brought the parts together. Her competency and enthusiasm kept the project moving along on schedule.

A special note of appreciation also goes to Dr. William Greene, Division Director for International/Intercultural Education, and Mr. Richard H. Furlow, Acting Director for Staff and Program Development, Broward Community College, for their review of the document and their contributions to its format and content.

If the result is useful to some individual or institution in expanding international dimensions in community colleges, then its purpose will have been accomplished.

A. Hugh Adams  
June, 1982

## RATIONALE FOR INTERNATIONAL EDUCATION

America's college students are not informed about international events, personalities, and relationships. In the spring of 1980, the Educational Testing Service, commissioned by the Council on Learning, assessed a stratified sample of 3,000 college students on 1,985 campuses in regard to their global understanding. The results demonstrated that college students' understanding of international affairs is far below what is necessary for effective functioning in an interdependent society. College seniors answered an average of 50.5 questions out of a maximum of 101 while freshmen scored 41.9 and two-year college students scored 40.5. History majors consistently scored the highest on the test, with engineering and mathematics students following close behind, while education majors, those students who will be training the leaders of the future, scored the lowest (Barrows, Klein, and Clark, 1981). These disconcerting results demonstrate the need for international education to be infused into the higher education curriculum.

Prior to the turn of the century, the United States maintained an isolationist stance, geographically separated from the rest of the world by two oceans. Two world wars later, Americans realized that nations were mutually dependent upon one another for peace. More recent events such as the first and successive moon landings, the opening of the People's Republic of China, the 1973-74 oil embargo, the crisis in Iran, the launching of spaceshuttle flights, the crisis in Poland, the election of a new government in El Salvador, and the Great Britain vs. Argentina dispute over the Falkland Islands bring us to the conclusion that the world is interdependent. The Disney tune, "It's A Small World After All," explains the essence of the interrelated planet. Global problems such as pollution, the scarcity of natural resources, inflation, the energy crisis, and food production require the American public to be educated about international issues.

Americans are constantly affected by events that are happening in other parts of the world. Mortgage rates for home buyers are influenced by interest rates set by international bankers. Federal taxes used to finance the U. S. military are affected by the activities of the Soviet Union, by disturbances in the Middle East, and by the level of military support from our NATO allies. American motorists feel the effects of the OPEC oil cartel. The price that the USSR pays for imported grain contributes to the price of an American loaf of bread.

International trade involves one out of every eight of America's manufacturing jobs and one out of three acres of America's farmland (President's Commission, 1979). Even though international trade is more important to America's well-being than ever before,

U. S. trade performance has markedly deteriorated. Overcoming the international trade deficit will require American businessmen and businesswomen who are skilled in foreign languages and international understanding. International education is critical to America's economic health.

Not only is international education critical to America's economic health, but it is also crucial in guarding our national security. The President's Commission on Foreign Language and International Studies reported their findings of a year long intensive evaluation of international studies and their impact on the nation's "internal and external strength" in "Strength Through Wisdom: A Critique of the U. S. Capability." The report stated:

A serious deterioration in this country's language and research capacity has occurred. A desperate need to enlarge our international understandings and competencies exists. Nothing less is at issue than the nation's security...our schools graduate a majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation...The urgency of issues confronting the United States increases the need for an educated electorate; we cannot wait for another generation to become educated about these issues. (1979, p. 112)

In The Tongue-Tied American, Congressman Paul Simon builds a case for improving America's foreign language capabilities. Simon demonstrates how America's language deficiencies have a negative impact on our trade capabilities. He further documents how the lack of foreign language experts has threatened U. S. national security. He writes:

Language is a key to opening minds and attitudes. To speak, read, write, and understand another language is the beginning of understanding other people. If we do not understand others' dreams, hopes, and miseries - if we live in a narrow, closeted world - we will fail to elect and select leaders who can take us down the difficult pathway to peace. (1980, p. 49)

The Soviet Union has recognized the opportunity of influencing the future of world politics by investing in academic exchange programs. According to Rose Hayden, Executive Director of the National Council on Foreign Language and International Studies, "Soviet information/cultural expenditures are estimated to total some \$2 billion annually...at least four times U. S. investments in this area overall" (1980, p. 5). The Soviets have placed heavy emphasis on academic exchanges in third world countries as a matter of government policy.

A study reviewed by the National Council on the "student exchange wars" suggests that the United States is missing an important opportunity by not exposing "upcoming

young foreign leaders during the formative years of their careers...to American ideas, political philosophies, and social patterns" (Van Atta, 1981). Such exposure to American education has the potential for life-long understanding and sympathies toward the United States once the foreign student returns to his native country.

The planet which we occupy contains finite resources and, as inhabitants, we must share and trade these resources - not destroy, spoil, or squander them. Americans, as major producers and consumers of these finite resources, must learn to appreciate the interdependence and needs of all nations. Higher education must assume responsibility for raising the consciousness level of our citizens to include legitimate international concerns.

In the keynote address at the 58th annual convention of the American Association of Community and Junior Colleges (AACJC), United States Commissioner of Education, Dr. Ernest L. Boyer, stated:

I'm convinced that higher education must also begin to build bridges among the nations of the world. I happen to believe that a great international drama is unfolding with great rapidity on the planet Earth. Suddenly, we are beginning to confront an agenda that affects the four billion inhabitants of this world. And ever since we traveled into space, we are now able to look back on this little planet as it hurls itself through darkness; and at least we have the prospect of getting perspective on the central issues of our time. (Note 1)

To achieve peace in the world requires international understanding. Congressman Simon suggests that the tragic conflict in Vietnam might have been avoided had America had specialists who understood the language and culture of that country (1980). A responsibility of American higher education is to build the understanding of global issues by promoting the development of international/intercultural education.

International linkages are being developed to accomplish these goals. Intergovernmental relations are necessary in meeting these goals, but educators must also be involved at every level of decision-making. While government projects are likely to halt during periods of policy disagreement, arrangements agreed upon by educators can continue in times of political strain. The educational academy may have the best chance for bridging international differences as it provides a pipeline for interaction between people. The person-to-person contact provided by higher education linkages may be the way to enhance global understanding.

#### WHAT IS INTERNATIONAL/INTERCULTURAL EDUCATION?

For the purpose of this monograph, the authors have defined

international/intercultural education broadly. W. G. Shannon described it as "any activity which fosters an awareness of problems of transnational or transcultural significance and encourages understanding of other nations, peoples, and cultures" (1978, p. 1).

Koch defines international education as "any one or combination of deliberately designed learning activities, such as study abroad, foreign language or area studies, faculty and/or student exchange programs, technical assistance, inter-disciplinary emphasis on international studies, etc., the goal of which is the development of attitudes, knowledge, and behavior on matters international and global" (1978, p. 30).

In a position paper on the role of the AACJC in international education, international/intercultural education is defined as "a term which encompasses a number of educational activities, most commonly including the following programs: an overall curriculum with global dimensions, foreign language programs, cultural and ethnic studies; study abroad programs; community forums on foreign policy issues; and the provision of technical assistance to other countries" (Note 2).

Included in international educational activities are:

- 1 a structured process for active involvement of the community and the college;
2. study abroad programs;
3. the internationalizing of curricula;
4. adequate support for intercultural and international students on campus;
5. programs for college and community emphasizing international education, both on and off the campus;
6. student/staff exchanges;
7. consultant and support services working cooperatively with foreign institutions; and,
8. in-service training programs for faculty and staff. (Adams, 1979, p. 3)

Distinguished from international education, the goals of intercultural education can often be accomplished without leaving the borders of the United States by taking advantage of the resources of the local community. Programs which expose students to citizens from another culture can be educationally beneficial and need not be expensive. People of many national origins can often be found within the local community.

The important elements of international/intercultural education have been described by Ernest Boyer, former U. S. Commissioner of Education:

Education that teaches us to celebrate rather than condemn cultural diversity; to understand rather than undermine differing traditions

and beliefs; to respect rather than revile mankind's infinite societal variations - such education may not be enough to preserve man's precarious perch on planet Earth, but surely the educational effort must be made. (Harris, 1981, pp. 8-9)

#### THE ROLE OF THE COMMUNITY COLLEGE IN INTERNATIONAL EDUCATION

What role should the community college play in the development of international education? As of 1982, there were 1,219 two-year colleges (Note 3). These institutions have the potential for providing a tremendous network for the understanding of international and global issues. More than half of all U. S. students begin their college work in community colleges; one-fourth of all undergraduate foreign students and about a third of all students in higher education are enrolled in community colleges (Boyan, 1980-81). For many students, community college is their last opportunity for formal education. If community colleges do not reach these students with international education programs, then massive numbers of Americans will lack the fundamental understanding of the interdependent world necessary for effective citizen action. Faced with the opportunity of reaching such a large percentage of the American public, the community college has a special responsibility to make international education a priority.

The President's Commission on Foreign Languages and International Studies recognized in their final report the importance of the community college in meeting this national goal:

A special effort should be mounted in community colleges. They enroll close to half of all undergraduates but only a small fraction take courses in foreign languages or international studies. The community colleges have recently become far more active in international programs, especially in exchanges and technical assistance. To strengthen international studies in the curricula, however, community college faculty members need more in-service education opportunities, especially because most were hired at a time when few colleges had the international studies commitment that many have since developed. Given the commitment of community colleges to citizen education, they should receive special attention in expanded international education efforts to reach all citizens. (1979, pp. 75-76)

International education has traditionally been absent from most community college programs and considered inappropriate by some for the mission and scope of the community college. International education has often not been viewed as relevant for students pursuing technical and other two-year degrees. Some argue that international education, particularly study abroad programs, should be reserved for four-year colleges because these institutions are better equipped to introduce students to overseas academic experiences. Parallel transfer programs limit the curricular flexibility of the

community college in offering international studies.

The historical mission of the community colleges has been to serve the local community. This local mission sometimes leads to a conservative orientation in many communities and limits administrators in promoting global concerns. In the past decade, an increasing number of community college presidents have attempted to exercise leadership in this area and to expand the global understanding and involvement of their respective institutions.

Another criticism of international education is that it is expensive, yet international programs do not have to be expensive. "Institutions committed to internationalization invariably find that there is a tremendous amount they can do without additional funding" (Harari, 1981, p. 42). In some of the more urban, cosmopolitan areas, international programs and activities can be conveniently and inexpensively integrated into the total program.

Another concern in internationalizing the community college is the lack of international experience among faculty.

Because of the nature of community colleges, the faculty is usually not internationally oriented. Some simply never had any academic experience abroad, or pursued strictly domestic specializations. Few are engaged in graduate research that would expose them to wider world studies. Most live in the immediate community and pay most attention to its local life and problems. (Hess, 1981, p. 6)

Faculty development programs of an international nature are crucial for community college faculty in order to expand international education in the community college setting.

Despite these considerations, community colleges are assuming a leading role in international education. Edmund J. Gleazer, Jr., immediate past president of the American Association of Community and Junior Colleges, has emphasized the importance of internationalizing the community college, noting that "If people in this nation are confronted with issues that transcend international boundaries and if education has responsibilities in qualifying them to deal with these issues, then community colleges, beyond any other postsecondary institutions, require an international dimension" (1978, p. 5).

In April of 1982, the American Association of Community and Junior Colleges Board of Directors adopted a statement on the role of international/intercultural education in community colleges (see Appendix A). The statement calls for increasing emphasis on international education to create a more competent citizenry who

understand the diverse cultures of the world.

Community colleges are in a strategically strong position to undertake this challenge, due to their direct contact with American communities. Therefore, the American Association of Community and Junior Colleges encourages community, junior, and technical colleges to establish clear institutional goals and policies regarding international/intercultural education that advocate the values of the international dimension throughout the total institutional program. (Note 2)

Students in community colleges have as great a need for international educational opportunities as other students of higher education. As the research of Alexander Astin and Arthur Chickering has shown, community college students usually live at home and therefore do not experience the liberating culture shock experienced by the student who goes away to college. Most continue with the same friends, environments, and jobs without the stimulation of meeting new persons of cultures different from their own.

A statement from the catalogue of Rockland Community College, a leader in the field of international education, encapsulates the rationale behind internationalizing the community college. At Rockland, international education:

is based on the premise that to be alive in the contemporary world means that identity with the local village, town, or country must also be accompanied by a sense of membership in the global community - spaceship earth. The factors and forces of recent history have called forth an imperative - the imperative that intercultural and international literacy is a necessity in order to fully comprehend and participate in the world as it is and as it will be in the 21st century, when our present students will be reaching their maturity and roles of responsibility. (Eskow, 1980, p. 34)

Another example of the rationale underlying the internationalization movement is evidenced by the Broward Community College District Board of Trustees Policy Statement:

Broward Community College recognizes the importance of providing for students an international and intercultural dimension. As citizens of the United States and as inhabitants of planet Earth, today's students will be confronted throughout their lives with issues that transcend national boundaries. So interconnected is the political and economic world that some understanding of current issues and the events that shape them as well as an appreciation for other cultures and customs throughout the world, is now basic to good citizenship. This has become an essential aspect of today's curriculum.

It is further recognized that community colleges have a major responsibility in providing an international/intercultural dimension because of the increasing numbers of students for whom the community college will provide their only college-level educational

experience. Moreover, the nature of the community college, and its emphasis on serving a local constituency, requires that the global agenda be addressed. (Note 4)

#### HISTORICAL DEVELOPMENTS IN INTERNATIONALIZING THE COMMUNITY COLLEGE

In 1971, Merrill Miller, Dean of Student Development at Brookdale Community College, surveyed the international dimensions of the community college and reported that international programs were virtually nonexistent. During the 1970s, there has been significant growth in internationalizing the community college. Let's examine some of the more important events of this movement.

1970 - The International Assembly on Manpower Development, sponsored by the American Association of Junior Colleges, was attended by participants from 18 countries and held in Honolulu, Hawaii. (Schultz, 1977)

1971 - With financial support from the Kellogg Foundation, the American Association of Community and Junior Colleges (AACJC) established its International Programs Office to launch the International Education Project. (Schultz, 1977)

1972 - Twenty-five community college social science faculty attended a seven-week summer session at the University of Belgrade funded by the United States Office of Education's Institute of International Studies. This Group Project Abroad Grant, awarded to AACJC, was the first given exclusively to a community college group. (Schultz, 1977)

1972 - Congress added Section 603 to Title VI of the National Defense Education Act which promotes support of international education programs for citizen education.

1973 - The Office of International Programs at AACJC reported that 16 community colleges had established ties with institutions in other countries. (Schultz, 1977)

1973-74 - Miami-Dade Community College sponsored four conferences to explore international elements in the community college curriculum.

1974 - A six state community college regional workshop on international education was sponsored by Rockland Community College of New York. (Schultz, 1977)

1975 - Representatives from 26 countries attended an international assembly on "Education for Development: Focus on Short-Cycle Higher Education", sponsored by the Association of Canadian Community Colleges and AACJC.

1976 - Six institutions formed the Community College Cooperative for International Development to facilitate their involvement in international education. (Schultz, 1977)

1976 - A study of the international education programs at 500 two-year colleges done by Shannon revealed that those colleges offered an average of 38 international/intercultural courses, which were attended by 28.7 percent of all two-year college students.

1976 - Sixty-five community colleges in 24 states joined together to form the AACJC International/Intercultural Consortium.

1976 - Broward Community College sponsored conference in Fort Lauderdale entitled "Opening the Door to International Education" attracted over 150 participants.

1977 - The Florida Collegiate Consortium for International/Intercultural Education was formed. (Greene and Adams, 1979)

1978 - With help from a grant from the Ford Foundation, the AACJC established the position of Director of International Services at its central office.

1978 - AACJC and the Johnson Foundation sponsored two Wingspread Conferences on the topics of "International Education and the Community College", and "International Developments in Postsecondary Education."

1979 - The President's Commission on Foreign Languages and International Studies issued its report recommending the expansion of international education in the community college.

1979 - New Directions for Community Colleges published a quarterly entitled, "Advancing International Education."

1979 - AACJC devoted its March issue of Community and Junior College Journal entirely to international/intercultural education.

1979 - The Florida State Board of Education adopted a Resolution to support the concept of global education.

1980 - Congress passed Concurrent Resolution 301 which called for "strengthening the study of foreign languages and cultures;...the improvement of international studies in the curriculum at all levels of education; the encouragement of international exchange programs." (1980, p. 2)

1980 - Broward Community College, among others, instituted a core requirement that all associate in arts degree students complete a minimum of six credit hours in international courses.

1980 - The National Council on Foreign Languages and International Studies was established.

1981 - The National Task Force on Education and The World View of the Council on Learning issued a Task Force Statement on Education and the World View.

1981 - Congressman Paul Simon introduced H. R. 3231 "...to further the national security of the United States and the nation's economy by providing grants for foreign language programs to improve foreign language study for elementary and secondary school students and to provide for per capita grants to reimburse institutions of higher education for part of the costs of providing foreign language instruction."

1982 - The Florida State Board of Education adopted the State Plan for Global Education in Florida: Findings and Recommendations drafted by the Florida Advisory Council on Global Education.

1982 - The State of Kuwait began self-study process to bring technical and vocational institutes into conformity with U. S. regional accreditation standards. Southern Association Regional Accreditation team visited to facilitate this process.

1982 - A resolution drafted by the Florida Collegiate Consortium for International/Intercultural Education which recognizes and supports the components of international education in higher education in the State of Florida was adopted by the Florida House of Representatives. (Appendix B)

1982 - The Board of Directors of the American Association of Community and Junior Colleges adopted a statement on the role of International/Intercultural Education in Community Colleges. (Appendix A)

#### INTERNATIONALIZING THE COLLEGE CURRICULUM

Central to expanding international dimensions of the community college and exposing students to global concerns is the internationalization of the college curriculum. Ostar promotes the internationalized curriculum in this fashion:

To be successful, an international curriculum must be university wide. Isolated in a center, limited to a few majors, or concentrated in a study abroad program, internationalism reaches very few students. The successful program is not really a program, but a strategy to infuse the entire university curriculum with an international dimension. (1977, p. 14)

The President's Commission on Foreign Languages recommended requiring two or three courses in international studies. "Colleges and universities in general should strengthen and improve the structure, quality, coverage, and utility of their undergraduate offerings in the field of international studies, and should relate these

offerings more directly to vocational as well as cultural and intellectual goals" (1979, p. 5).

The Council on Learning's National Task Force on Education and the World View listed components of a curriculum geared to comprise a college graduate's global understanding:

1. A fundamental understanding of the key elements of global and national interdependence, as taught through the major fields of study in the humanities, the social sciences, the pure sciences, the applied sciences, and the professional disciplines. This understanding should equip college students to analyze and respond intelligently to domestic and international developments. Such competence should be evidenced by a student's independent analysis of the most important strands of the new global circumstances and comprehension of the United States' increased interdependence with other nations for its national survival and economic growth.
2. A deeper knowledge and understanding of another culture, as seen through its history, geography, language, literature, philosophy, economics, and politics. Student perceptions of another culture will substantially enhance their ability to understand the nation's needs and changing world position, and enable intelligent consideration of highly complex developments on the world scene. The sensitivities learned about other cultures, the increased capacity to analyze issues and consider other viewpoints, enhanced tolerance of differences, all contributed to a citizenry better able to cope with 21st Century problems and better able to approach conflict resolution.
3. General competency in a second language as a basis for the fuller comprehension of other cultures and of one's own culture in the global context. Skills in specific languages are becoming increasingly essential for meaningful communication in a wide range of contexts. Students' access to effective foreign language instruction is therefore a necessary requisite to the college experience in the 1980s and beyond. (1981, pp. 6, 7)

In 1958 Congress passed Title VI of the National Defense Education Act which had as its original intent the training of foreign area and language specialists. Since that time Congress has continued to express concern about the importance of international education. Recently, Congress passed Title VI of the Education Amendments of 1980 to provide support for undergraduate international studies. Section 601(a) reads:

The Congress finds that -

1. knowledge of other countries is important in promoting mutual understanding and cooperation between nations;

2. strong American educational resources are a necessary base for strengthening our relations with other countries;
3. present and future generations of Americans should be given the opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and,
4. the economy of the United States and the long range security of the Nation are dependent upon acquiring such knowledge. (McDonnell, et.al., 1981, p. 175)

Grants under Title VI, Undergraduate International Studies and Foreign Language Programs, may be made for the following:

1. planning for the development and expansion of undergraduate programs in international studies;
2. teaching, research, curriculum development, and other related activities;
3. training of faculty members in foreign countries;
4. expansion of foreign language courses;
5. programs under which foreign teachers and scholars may visit institutions as visiting faculty;
6. programs designed to integrate undergraduate education with terminal Masters Degree programs having an international emphasis; and,
7. the development of an international dimension in teacher training. (McDonnell, et.al., 1981, p. 177)

Three approaches have been taken in efforts to internationalize the curriculum:

1. the development of new courses of an international/intercultural nature;
2. adding international dimensions to general education courses; and,
3. requiring an international component as part of the general education requirement.

International studies have traditionally included the study of foreign countries and regions and international relations. Examples of this are courses in International Travel and International Marketing offered by Bronx Community College of New York. The College's philosophy is that international studies are very important in bringing business, industry, and travel together (Shannon, 1978, p. 21).

A goal of Brevard Community College and President Maxwell King is the internationalization of its curriculum. During the first year of a NDEA Title VI grant, several new courses were organized including Introduction to International/Intercultural Studies, Introduction to Latin American Studies, and The International Community (Brevard Community College's International Activities, 1980).

North Seattle Community College has developed a multi-disciplinary team-taught

program entitled, "Man and His World" which offers a multi-cultural perspective. Other community colleges have developed new international courses with assistance from Title VI grants (Shannon, 1978, p. 32).

Mt. Hood Community College has taken advantage of Title VI funding to internationalize their curriculum. Rather than expand offerings in international studies, their approach has been to incorporate a global perspective to traditional course material. Thirty courses in their two-year program have been revised to include global topics (Harris, 1980).

Another recipient of a Title VI Undergraduate International Studies grant is Monroe Community College in New York State. The college engaged in building cross-cultural, international, and global components into existing required or popular courses.

In a survey of 500 community colleges conducted in 1976, Shannon found that the surveyed colleges offered an average of 38 international/intercultural courses, which were attended by 28.7% of all two-year college students. Many of the colleges reported in this survey had received Title VI grant funding (1978, p. 53).

Ernest Boyer and Art Levine describe the current state of general education as having little impact on helping students understand themselves, their society, or the world in which they live. "What we are witnessing today is the domestic equivalent of international isolationism" (1981, p. 7). As a global society, general education must include courses which bring an international perspective to the classroom.

Miami-Dade Community College approached its academic planning for internationalizing the curriculum by restructuring general education core courses. Brookdale Community College infuses many of its general education courses with an intercultural/international flavor. Project 2000: Dimensions of International Experience, is a general education program initiated by West Valley College of Saratoga, California to provide international flexibility to the general education core (Shannon, 1978).

At Cape Cod Community College, the business division has implemented international modules in the secretarial program illustrating cultural differences and professional requirements of German and Japanese employers. A cross-cultural simulation game applicable to business concerns has also been introduced to the classroom (Note 5). Essential elements for internationalizing these common courses include:

1. development of library resources to include

- international components;
- 2. professional development and release time for faculty to work on international course modules; and,
- 3. development of assessment materials which will provide evaluation of both faculty and students.

Commencing with the 1980 Fall semester, Broward Community College began requiring all associate in arts degree students to complete "at least two courses (six credit hours) which contain a major international content and/or emphasis" (Broward, 1981, p. 1). The major goal of this requirement is to increase international understanding through the study of peoples of the world, their culture, and their languages. This goal is being accomplished with assistance from a grant from the U. S. Department of Education's Undergraduate International Studies and Foreign Language Program. The project, which will involve virtually every department and division at Broward, includes the following components:

Five new international courses are being developed, several currently offered courses are being revised to include more non-western material, and two international modules are under development. Broward's foreign language instruction capabilities are being expanded through membership in the National Association of Self-Instructional Language Programs; Arabic and Japanese will be the first new languages offered. An Associate in Arts degree program in International Studies will be developed. Several consultants with international expertise have visited the campus and were made available to assist project faculty. Numerous resource materials (Human Relations Area Files, Films, Library holdings) are being acquired during the grant period. Several workshops have been conducted for project faculty. (Note 6)

The general education core curriculum of Los Medanos College of Pittsburg, California offers significant possibilities for internationalizing the curriculum. Components include six generic course offerings. "The Nature of Man in Society, Man's Social Order and Institutions, The Life Process, Spaceship Earth, Language and Thought, and Man, the Creator" (Shannon, 1978, p. 28). Each course addresses the issues of individual, societal, and planet survival.

Another aspect of an international curriculum is the study of foreign languages. Foreign language requirements have declined significantly over the past decade. Between 1966 and 1981, the percentage of colleges and universities with language requirements for admission decreased from 34% to 8% (Wellborn, 1981, p. 57). Registrations in foreign language courses in colleges and universities dropped nearly 19 percent between 1968 and 1977. There has been a similar decline in foreign language offerings and enrollments in secondary schools (Burn, 1980).

This serious decline in foreign language study moved the President's Commission on Foreign Language and International Studies to write:

The Commission views as a priority concern the failure of schools and colleges to teach languages so that students can communicate in them. The inability of most Americans to speak or understand any language except English and to comprehend other cultures, handicaps the U. S. seriously in the international arena. Paralleling our professional language need, foreign language instruction at any level should be a humanistic pursuit intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them. It is axiomatic — and the first step to international consciousness — that once another language is mastered it is no longer foreign, once another culture is understood, it is no longer alien. (pp. 28-29)

The decline in the study of foreign languages can be attributed to several factors. The first is economic because of the steady decline in the number of jobs for people who specialize in foreign languages. The second is poor teaching which may be responsible for the fact that the majority of foreign language students show little or no proficiency in foreign languages. What may appear to be poor teaching may actually be too little exposure to foreign languages. The Carnegie Council's Handbook on Undergraduate Curriculum stated that 78 percent of college freshmen had taken at least one year of foreign language but that "only 15 percent said their high school programs prepared them very well in foreign languages" (Levine, 1978, p. 64).

The final reason for the decline in foreign language study is the assumption that since English is the leading world language, then Americans need to speak only English. This American parochialism will lead to isolationism and the decline of American intellectualism as the citizens of the U. S. will be unable to understand anything written in a foreign language.

In The Tongue-Tied American, Congressman Paul Simon blamed the American deficiency in foreign languages for part of the U. S. trade deficit. While there are approximately 10,000 Japanese salesmen who speak English in New York City, there are less than 1,000 American salesmen in Japan and very few speak Japanese. Come Alive With Pepsi almost appeared in the Chinese version of the Reader's Digest as "Pepsi brings your ancestors back from the grave" (1980, p. 32). Our current language inability is a liability for American international business.

Simon claims that our language deficiency is a threat to our national security, "A total of 4,943 positions in the federal government require Russian proficiency, but there

are only 3,206 persons who can fill that need" (1980, p. 43). Simon states that America is "doing almost nothing to promote fluency in the increasingly critical languages of Arabic, Chinese, Japanese, Persian, Swahili, Urdu, and Polish" (Wellborn, 1981, p. 57).

All is not lost in the story of the decline of foreign language study. As stated earlier, the President's Commission on Foreign Languages and International Studies called for the reinstatement of language requirements. One of the goals of the Helsinki accords of 1975 is "to encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country as well as for the strengthening of international cooperation" (Burns, 1980, p. 56).

With the growth predicted in the United States of the Spanish speaking population, there will be increased cultural and linguistic self-awareness of minority groups and a demand for bilingual education. Although it is not clear how bilingual education might relate to foreign language study, it is apparent that some relationship does exist. Perhaps students whose first language is English will be encouraged to become bilingual at the same time that non-English speaking students are acquiring English.

The basic aims of foreign language study are the same as the goals of international education -- to increase familiarity with another culture while increasing understanding and appreciation of one's own culture. The United States cannot afford to remain monolingual.

#### FACULTY DEVELOPMENT PROGRAMS

Burns (1980) reported in the Carnegie Council on Policy Studies in Higher Education Report, The International Dimensions of Higher Education, that only 29% of community/junior college faculty travel abroad as compared with 71% of the faculty at major research institutions. Because of the nature and provincialism of many community colleges, the faculty is seldom internationally oriented. Most community college faculty are recruited from the surrounding area and center their attention on local problems. This home bound characteristic of the faculty lends justification for faculty development programs which may send faculty abroad. Such international exposure adds color and stature to the quality of academic life in the community college setting.

The same arguments raised against internationalizing community colleges are sometimes used against promoting study abroad opportunities for community college faculty. While few argue against an international background for faculty who teach foreign languages, humanities, and social sciences, many fail to recognize that faculty who teach business, nursing, or building technology should also study abroad. Support for

community college faculty of all disciplines to study abroad can be mustered if the benefits of such experiences, which provide insights and appreciation for other cultures and levels of technological sophistication, are considered.

Community college faculty, once exposed to education abroad, are more supportive of efforts to internationalize the curriculum. Faculty returning from an exchange program are revitalized and interested in bringing an international perspective to the classroom.

Faculty exchange programs whereby faculty members exchange campuses, homes, and classrooms are a popular and less expensive way to promote faculty abroad opportunities. After World War II, the Fulbright Program was developed to foster intellectual contact between the United States and its wartime enemies as well as its allies. The Fulbright Program expanded the number of American faculty involved in exchange programs; however, financial funding for the program has declined by fully 59% in constant dollars in the last decade alone (Hayden, 1977). According to Walter Brown, President of the Council for Intercultural Studies and Program, "Spiraling tuition costs, cutbacks to the Fulbright and Peace Corps programs, and the elimination of professorships have reduced the opportunities for younger faculty members to go abroad" (Phillips, 1982, p. 54).

Where funds are available for faculty development, efforts can be made to commit these monies to international education opportunities. In the five year plan of Florida's community colleges, several institutions have adopted as a staff professional development goal to internationalize the curriculum. Brevard Community College and Florida Junior College at Jacksonville made such a commitment in 1979-80 with Broward Community College doing likewise in 1982-83.

Florida Junior College in Jacksonville has been a leader in promoting exchange programs for its faculty. Roland Terrell, Director of Staff Development at Florida Junior College, explained the rationale behind the program:

Such a program would allow faculty to become totally involved in the job responsibilities of another educational program through the host college. Additionally, the program would sharpen cultural awareness and increase professional competencies which are needed by the successful educator. (1980, p. 3)

A second example of providing intensive study opportunities for faculty is the group study-abroad program. Traditionally offered during the summer, several faculty members live, study, and travel abroad together to gain experiences in the cultural,

economic, political, and social aspects of foreign nations. The purpose of these programs is to expose faculty to other countries, cultures, and geographic regions which will stimulate them to use these experiences in curriculum development and teaching. Bunker Hill Community College of Massachusetts has participated in a group studies abroad program and a presidential exchange visit with Taiwan (Note 5).

Another method for faculty development is the use of international seminars. The College Consortium for International Studies sponsors faculty development seminars in Belgium. These seminars are comprehensive, one week programs on the political, economic, and historical aspects of the European Economic Community (Note 7).

Workshops, conferences, and institutes provide opportunities for staff development. In 1977, the International Foreign Language Institute was held in Spain for community college foreign language faculty. During the summer of 1980, six community college faculty conducted a series of seminars on Taiwan under the auspices of Kirkwood Community College (Breuder, 1980). The Florida Collegiate Consortium for International/Intercultural Education sponsored a conference on "International Perspectives in Higher Education" in October, 1981 in Winter Park, Florida (Consortium Sponsors Conference, 1981). This conference, directed at teaching faculty, international student advisors, study-abroad advisors, and administrators working in the field of international education, featured noted speakers addressing the internationalization of Florida, global issues, and national policies toward international education.

Placing faculty with hosts abroad and in teaching positions abroad are other ways for promoting international opportunities. Student study-abroad programs also provide faculty chances to go abroad accompanying the students. Community colleges have recently expanded their student study-abroad programs.

#### STUDENT STUDY-ABROAD PROGRAMS

Study-abroad programs are among the most visible and glamorous aspects of international education. Study-abroad programs perhaps accomplish the goals of international education as well as any other method. Increasing the understanding of a people and culture by being immersed in the environment of that country broadens the student's perspective on global issues.

According to Gerhard Hess of Rockland Community College, "No community college prior to 1967 had any experience with a comprehensive international program abroad" (1981, p. 1). Several beliefs had limited the endeavors of community college educators from expanding into this arena. Some held that students should have at least

two years of college before they can truly benefit from study abroad. Waiting until students transfer to a senior institution to study abroad is not the answer for community college students since less than one-third of those who enter community college ever transfer to a four-year institution.

Another argument against community college overseas programs was mentioned earlier as an argument against internationalizing the community college. The mission of the community college is to serve the immediate community and thus study-abroad programs are beyond the scope of community colleges. Students in community colleges, as a whole, have a greater need for study-abroad programs than any other segment of the higher education student population. Many community college students are highly provincial; they have spent their lives in the community where they are attending college, lived at home, and travelled little. For many, the two years on the community college campus will be their only exposure to higher education. To restrict study-abroad opportunities to only four-year college students is to deny participation in learning about foreign cultures to a very valuable public. Many would argue that this philosophy violates the principle of equal access to higher education opportunities.

There has been a steady rise in the number of study-abroad programs offered by community colleges since 1967. In 1978, the International/Intercultural Consortium of AACJC reported 44 summer study-abroad programs. In 1979, the number of programs increased to 56 and for 1982, 71 programs were reported (AACJC, 1978, 1979, 1982).

Since community colleges attract average students as well as superior students, older students as well as traditional college-age students, and vocationally oriented as well as the arts and science student, a diversity of study-abroad programs must be made available. The approach to study-abroad programs by community colleges is different from the approach taken by universities. According to Dr. William Greene, Director of International/Intercultural Education at Broward Community College, "Community colleges take a democratic approach to study-abroad programs in that there is usually no foreign language prerequisite for participation. If study-abroad programs provide education for the liberal arts major, they are also valuable for the nursing, engineering, technology, or secretarial science major. Foreign language instruction is provided in the foreign setting, often the best place for this learning activity" (Note 8).

The development of study-abroad programs can be expensive due to international travel, necessary communications, and other logistical problems. As a result, commercial agencies and entrepreneurs have assumed some of this activity. While some mutual benefits can be derived from these arrangements, community colleges must be

cautious that the programs emphasize learning and are educational, not just travel-oriented.

To offer direction in the development of undergraduate study-abroad programs, the National Association for Foreign Student Affairs has issued a statement of principles for study-abroad programs. NAFSA suggests that study-abroad programs should:

1. be guided by a clearly stated policy about the institution's intentions and goals for facilitating study abroad programs within the context of its overall international educational objectives;
2. have a central point of access to useful information about overseas opportunities;
3. have advisors who provide sound, knowledgeable, and objective advice about study-abroad programs;
4. be evaluated by returning students;
5. have clearly stated purposes and specific educational objectives stated in the program bulletin and promotional materials;
6. provide specific information to prospective applicants about the nature of the program, how and where instruction will be given, grading practices, information about local attitudes, mores, and living conditions, etc.;
7. screen applicants for adequate academic background;
8. include an orientation, counseling and supervisory services;
9. have clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at the home institution;
10. be staffed by carefully selected and qualified personnel who have both appropriate academic and administrative experience necessary to perform the work; and,
11. be evaluated periodically by student participants, program administrators, and a faculty advisory committee. (NAFSA, 1981, pp. 11-13)

Ideally, study-abroad programs should be designed uniquely for each student in a way that recognizes the learning goals of the student, the commitments of the college, and the possibilities for learning afforded by the environment. These experiences have been designed by community colleges as both short term, summer, and semester-long study-abroad experiences.

The diversity of study-abroad programs offered by community colleges is truly amazing. Community college secretarial students study in England during the summer where they work as secretaries in English offices, live with English families, and study typing, shorthand, and business practices at an English college. Criminal justice students from a number of community colleges study comparative criminal justice systems at Scotland Yard and the Surete (Yarrington, 1978). Other programs range from child psychology in Israel to music in Europe to urban problems in India to cross-cultural

communications in Jamaica to world religions in the Far East.

Compton Community College, priding itself on being a center for cosmopolitanism and international studies, offers a summer study program in Mexico. Students in this program study Spanish and Mexican culture in depth at Cemanhuac, an institution of learning accredited by the Mexican Council of Educational Institutions of Higher Learning for Foreign Students (Note 5).

The College Consortium for International Studies (CCIS) offers a number of semester long overseas academic programs. Locations include Denmark, Egypt, Germany, England, Italy, Spain, and Switzerland as well as the Rockland Community College Israel program which has been in operation since 1972. Instruction is conducted in English, but students are required to study the language of the host country. Each overseas academic program is administered by a single CCIS member college, but all CCIS programs are open to all students enrolled at member colleges (Note 7).

#### INTERNATIONAL STUDENTS IN THE COMMUNITY COLLEGE

Although two-year institutions have enrolled foreign students for many years, recently there has been a tremendous increase in foreign student enrollment as hundreds of community colleges now serve virtually thousands of foreign students. What benefits are derived from having international students on the community college campus? International students permeate the classrooms with cultural diversity and stimulate learning about native differences. Foreign students provide a living curriculum. Community college students can be provincial and exposure to international students on the campus may provide their only interaction with members of another culture.

Harari lists a number of reasons for enrolling foreign students in American institutions of higher education.

Among the most compelling are that foreign students enrich American students through cultural interaction, that U. S. universities represent resources which should provide opportunities for educational and professional development to the most promising individuals regardless of their country of origin, that it is the moral responsibility of the more advanced nations to help train the nationals of the underdeveloped areas, and that training foreign students in the United States makes potential good friends for the United States around the world. (1981, p. 33)

The President's Council on Foreign Language and International Studies recognized the value of foreign students in this way:

These visitors represent an important opportunity for us, since they frequently rise to influential positions in their own countries. Moreover, although we recognize that the primary purpose of

foreign students in the U. S. is to advance their professional goals, while here they could assist in encouraging international perspectives in academic and extracurricular programs on our campuses as well as in our communities. (1979, p. 111)

Another asset derived from educating international students in U. S. institutions of higher learning is the strengthening of international ties. The positive experiences and friendships found by international students studying in this country build foundations for international peace in the future.

International students in community college settings have a major economic impact on the community. Miami-Dade Community College in Florida, which leads the entire postsecondary education community in the enrollment of foreign students, estimates that these students spend over \$34,000,000 each year in the community. In addition, many foreign students make large product purchases including automobiles, electronic equipment, and furniture. "The economic impact of international student expenditures in the community is highly significant" (Miami-Dade Community College, 1981).

In Open Doors 1980-81, the Institute of International Education reported that foreign student population in two-year colleges increased 8.6% over 1979-80 by reaching 54,220 students (Boyan, Julian, and Rew, 1981). Approximately 25% of the total undergraduate foreign student population is enrolled in community college settings. This significant increase of international students studying at community colleges will surely continue. Seymour Fersh predicts that in the future large numbers of students will come to U. S. colleges and universities from the People's Republic of China (1979, p. 15).

Several factors explain this increased enrollment. First, the growth of the community college in numbers of institutions, in scope and mission of providing universal access to higher education, and in diversity of program areas makes this setting attractive to foreign students. Secondly, there has been a definite increase in the number of foreign students from Third World nations coming to the United States. These students are attracted to community colleges which provide an array of low-cost educational services and a wide range of career options. Other reasons explaining the increase include a growing awareness of American community colleges in other nations, the referral of foreign applicants to two-year institutions by four-year colleges and universities, and the emphasis in community colleges on individualized instruction.

In 1970, Canada supplied more foreign students to the U. S. than any other nation. By 1980, Canada had fallen to fourth place to be preceded by Iran, Taiwan, and Nigeria. The change in foreign enrollment is attributable in part to the increase of students from

OPEC member countries (Boyan and Rew, 1981).

The highest concentration of foreign students is located in a small number of states. For the past 23 years, California has had more international students than any other state. Behind California fall New York, Texas, and Florida. Florida reported an increase of 36.4% in foreign student enrollment from 1979-80 to 1980-81 (Boyan and Rew, 1981).

Over thirty percent of foreign students enrolled in two-year institutions choose engineering as their major. Other areas of concentration include business and management, 19.2%; undeclared, 12.5%; and Intensive English language, 8.7% (Boyan and Rew, 1981).

Although increased foreign student enrollments seem attractive to institutions facing projected enrollment declines, community colleges are bound to encounter many problems and issues in dealing with foreign students. International students are often unprepared to cope with American culture and social customs. Different languages, dating customs, dietary habits, attitudes toward study, problems with immigration regulations and authorities, and finances for the foreign student combine to make adjustment a difficult task. For community colleges with an open door admissions policy, the issue of English proficiency is a problem. Diener and Kerr recommend that community colleges "admit only those foreign students whose competence is established and for whom the institution is prepared to provide English instruction and suitable developmental work" (1979, p. 54).

The National Association of Foreign Student Advisers (NAFSA) offers assistance and guidance to colleges dealing with the problems of foreign student enrollment. NAFSA also encourages the incorporation of international students into the college and local communities. This interface of different cultures provides international educational experiences for all parties.

#### CONSORTIA

To overcome some of the difficulties mentioned earlier with international students, study abroad programs, and faculty exchange programs, community colleges often find collective, inter-institutional effort advantageous. In this time of budget constraints, the cooperation derived from consortia arrangements allows the sharing of study-abroad programs, the training of faculty, and the exchanging of ideas and information among institutions at a more efficient rate than individual enterprises.

In January, 1976, sixty-five community colleges in 24 states joined together to

form the American Association of Community and Junior Colleges International/Intercultural Consortium. The Consortium is an institutional membership organization of two-year colleges joined together to promote their involvement in the world community and to benefit from world wide dimensions in community-based education. Activities of the consortium office include identifying schools for placement of foreign students, sponsoring meetings in conjunction with AACJC conventions, recommending consultants for international assignments in government and private agencies, coordinating visits for educators from other nations to the U. S. and for American educators abroad, distributing a bi-monthly newsletter, and preparing directories of study-abroad programs and descriptions of consortium colleges. In 1981-82, the AACJC Consortium had 48 members (Note 3).

There are other significant consortium agreements throughout the nation. The Community Colleges for International Development, Inc. (The Cooperative) consists of nine member colleges promoting such international activities as development of training activities for educators, maintaining relationships with international agencies, sponsoring exchange programs, and conducting symposiums.

The Pacific Northwest International/Intercultural Education Consortium began in 1979 with 23 two-year and four-year colleges. The major goal of the consortium "is to create in citizens a greater awareness and respect of the world as an interdependent global community, and it is toward that goal that the member institutions are concentrating their efforts" (Harris, 1981, p. 6). The Consortium has received over \$80,000 to train faculty in international studies from a Citizen Education Grant.

One of the first efforts at forming a statewide consortium promoting international education was the Florida Collegiate Consortium for International/Intercultural Education. In 1977, six community colleges formed the core for the Consortium and began pooling their efforts at providing international/intercultural learning experiences. Consortium membership soon opened to four-year colleges and universities (Greene and Adams, 1979). As of 1981-82, thirteen Florida schools were members of this Consortium.

The College Consortium for International Studies (CCIS) was founded for the purpose of providing "international/intercultural learning (abroad) of high quality for students enrolled in the participating colleges and universities" (Note 7). Currently, CCIS coordinates and supervises overseas academic programs for 29 member colleges and universities that comprise the Consortium and sends between 900 and 1,000 students abroad each year.

While institutions will continue to act independently to advance the issues of global education, consortia agreements provide vehicles by which much progress can be made in international education. Community colleges are in a unique position to take advantage of these arrangements because of their flexibility and inclination to enter into cooperative arrangements.

#### SHARING WITH COLLEAGUES ABROAD

Another aspect of internationalizing community colleges is the sharing of experiences with colleagues abroad. There is a growing interest among both developing countries and industrialized nations regarding America's community and junior colleges. For many years some of these countries have benefited from traditional and more selective colleges and universities. As their population expands and new demands for job skills and training appear, there is a growing realization that either the more traditional institutions will have to be adapted to meet this need, or new kinds of institutions established if the nation is to develop its greatest national resource - its people.

America's community and junior colleges have opened the doors of opportunity to thousands of citizens on an unprecedented scale. They stress accessibility, good instruction at low cost, and convenience to the people. These are precisely the features being sought in numbers of countries abroad, and our nation's many and diverse institutions have a unique opportunity to share in the growth and development of similar institutions and programs across the world.

Access is the key word, and our own experiences in this regard can be most helpful to others. At the same time we can learn much from our colleagues abroad as they travel roads that are similar to ours in so many ways.

This sharing of ideas and experiences has been going on for some time and is increasing. As an example, a consultation sponsored by the U. S. Education Foundation of India and the Fulbright Scholars Lecture Series recently brought three American community college presidents in contact with education and government officials throughout India as that nation develops its plans for the future, placing greater emphasis on access. Another example involves the bilateral agreements between the Community Colleges for International Development, Inc. and the governments of Surinam and the Republic of China whereby the American institutions have agreed to provide faculty and student educational programs (Fersh, 1982).

More recently, an American community college president was a U. S. delegate to the Intergovernmental Conference on Policies for Higher Education in the 1980s

sponsored by the Organization for Economic Cooperation and Development convening in Paris. The first topic dealt with Access to Higher Education and the second with Changing Relationships between Higher Education and Working Life. The member countries had a high level of interest in the American community and junior college experience in these areas, and this kind of interest from our colleagues abroad is likely to continue. We need to be ready to share in these and other ways.

It is also interesting to note that the State of Kuwait has embarked on a program to bring its technical and vocational institutes into conformity with United States regional accreditation standards. The process is well underway, and a U. S. team recently visited the country to assist in the self-study process. This type of involvement with our colleagues abroad is likely to increase in the future.

Since World War II, American higher education has been providing technical assistance to developing nations. International agencies such as the Organization of American States, the World Bank, and the United Nations have, in the past, often overlooked the talents and skills available in community and junior colleges. At the same time, many of these developing nations were in need of the types of technical assistance and expertise which these institutions can provide. Fred Harrington stated at the 1978 Wingspread Conference, "There is a growing awareness of what community colleges can do in providing technical assistance overseas, for planning and operational assignments, to help set up training institutes, and to educate students in technical fields." Community colleges are now assuming increasing responsibility for the provision of technical assistance upon request to governments and institutions across the world.

A good example of this might be Gateway Technical Institute of Wisconsin where a multi-level training program has been established for Trinidad and Tobago. Gateway is also involved in the establishment of an Aerospace Vocational Training Institute for the training of United Arab Emirates. Gateway personnel will also initiate the curriculum and prepare U. A. E. Air Force personnel to assume full responsibility for the Institute (Note 5).

As we become more knowledgeable about one another, sharing will increase. This process will also build new linkages and create new understandings among members of the academy throughout the world. Community colleges are privileged to be increasingly involved in this process.

## INTERNATIONALIZING THE COMMUNITY COLLEGES: PROSPECTS FOR THE FUTURE

With the increased interdependence among nations of the world, the United States can ill afford to remain isolated in the area of international issues. Remaining indifferent to the world about us has serious implications for our economic stability and national security. New support for international education can be gained by raising the consciousness of the American community to the seriously deteriorated state of international awareness and of "Americans' scandalous incompetence in foreign languages" (President's Commission, 1979).

At this critical time of world interdependence, the trend is toward a decline in federal financial support for international education. Rose Hayden, former director of Government Exchange Policy for the International Communication Agency, has observed that federal support for international education has declined in real dollars by 50% (1977). Proposals currently under consideration in Washington may well continue this downward trend. John Brademas, former U. S. Representative from Indiana and current president of New York University proposes:

For the foreseeable future, federal money for international education - or for any kind of education, for that matter - is not likely to increase. Therefore, educational institutions will need to devise ways to share resources and ideas with one another. (1982, p. 48)

To face current financial conditions, Harari recommends that institutions use the following strategies:

1. clarify their institutional mission in the international area;
2. incorporate their international activities within their existing budgets and not depend on external support as heavily as before;
3. seek increasingly funding from local sources, public and private, especially international business; and,
4. work harder at strengthening the credibility of their foreign language and international studies programs in terms of the marketplace as well as in terms of quality liberal education. (1981, p. 42)

Mahari adds, "While admitting that finances do help, it is also true that much of what is needed does not depend on external funding but instead on such key variables as the willingness of a critical number of faculty members to deepen their international approach to their disciplines and to extend themselves into comparative and interdisciplinary studies" (p. 44). Mahari suggests that "having 25% of the faculty committed to a serious international dimension is sufficient to move the campus significantly in the international area" (p. 29).

International education does not have to be an "expensive frill." The financial investment can be minimal; the institutional commitment is essential. Many immediately assume that international education is expensive. The truth is that study-abroad programs need not cost the institution more than on-campus programs, that internationalizing the curriculum is funded in the same manner as other courses, that foreign students pay out-of-state tuition and contribute significantly to the economy of the local community, and that many interested groups and individuals can be found in most communities to contribute support to international programs and activities.

One method that community colleges are using to advance international education without spending additional dollars is consortia arrangements. Consortia agreements which promote international education range from emphasis on study abroad programs, to faculty development programs, to sharing in providing technical assistance of an educational nature. The future will see an increase in consortia as community colleges remain innovative in creating opportunities for international education.

Another virtually untapped resource which can be used to affect the dwindling financial support for international education is America's multinational population. Brademas states:

Our country has a remarkable resource of talent in members of our ethnic minority groups, who, if brought into the mainstream of education and employment opportunities, can be expected to make new and valuable contributions to our national capacity to deal effectively with the world beyond our borders. (1982, p. 48)

In the future, community colleges will capitalize on the talents of America's heterogeneous population to internationalize the campus environment.

Internationalizing the curriculum will gain support in the future as the need for international expertise becomes more widely known. The National Assembly on Foreign Languages and International Studies recommends:

Programs to improve faculty and student competencies in international understanding and foreign languages should be implemented beyond the liberal arts in the following areas:

- \*in schools of education because of their graduates' impact on students of the next decade;

- \*in schools of journalism and departments of communication because of the role of their graduates in informing the general public; and,

- \*in other professional schools and/or departments, such as business, engineering, medicine, and agriculture, because their graduates will increasingly be concerned with other countries. (1980, p. 9)

To organize international education on the campus, Maurice Harari, Vice President of the American Association of State Colleges and Universities (AASCU), recommends centering international education in an identifiable office of international programs.

It is abundantly clear that an office of international programs on campus occupied by a competent individual makes quite a difference to the international vitality of a campus and is in fact necessary for any institution with a serious commitment to internationalization. (1981, p. 39)

According to a survey of AASCU institutions, "the purpose of an international office increases the opportunities to obtain grants, which often allow the institution to recoup costs" (Harari, 1981). This office could provide leadership for efforts to internationalize the curriculum, for community programs, for study abroad programs, for faculty development programs, for foreign language instruction, for English language institutes, for international students, and for writing and implementing contracts and grants in the international area.

Another prospect for promoting international education for the future is the need for businessmen and businesswomen who can affect the United States international trade deficit. When presidents and chairpersons of 55 firms from FORTUNE's top 100 were polled, every respondent agreed to the statement: "Most business firms (purely domestic as well as multi-national corporations) will be affected directly or indirectly by economic and political developments in the international scene, and most businessmen will therefore need the ability to understand and anticipate these effects" (Lambert, 1980).

Students entering college today are pragmatic and career-oriented (Boyer and Levine, 1981). The number of jobs available in overseas sales and marketing far exceeds the number of college graduates with majors in international trade (Simon, 1980). Thus, colleges can promote international education by advising students of the employment prospects for the future in these fields.

The President's Commission recognized this need for business people at all levels to be internationally educated. They wrote:

If the U. S. is to export more and compete more effectively in international trade, it is the small and middle level firms that must be involved and therefore assisted in obtaining the international expertise required. But America's business people at these levels are often at a disadvantage when functioning internationally. They rarely speak foreign languages and have little experience or cultural skills in negotiating with foreign enterprises or governments. (1979)

In the State of Florida, foreign trade is the fastest growing area of the economy

with an increase of nearly \$2 billion in 1981 over 1980. One key to the development of Florida's international sector is "a large pool of bilingual business professionals" (Florida Trade Is the Fastest Growing Area of Florida Economy, 1982).

At hearings held before the House of Representatives Subcommittee on Postsecondary Education, William Greene, Director of International/Intercultural Education at Broward Community College, called for the development of America's International Intelligence Quotient.

For many years, educators and psychologists have referred to the term IQ as an index of intelligence. Perhaps it is time for us to consider a new term that will have special relevance for all levels of education, as well as for this nation's prosperity and security in the coming decades. We can call this new term IIQ - "International Intelligence Quotient." The IIQ of America is not very high. We must reverse this situation if America is to meet its international responsibilities, if American business is to survive in an increasingly competitive world, and if American citizens are to exercise responsibly their rights in a democratic society. (Committee on Education and Labor, 1981)

Seymour Fersh predicts that "international studies can also help students prepare for living in societies that do not yet exist" (1982, p. 6). International education provides a futures orientation for the students of today.

The number of international students seeking higher education in the United States will increase in the future. Aaron Fuller, an economist for the Institute for Defense Analysis, projected that the enrollment of international students has the potential for expansion which "could transform the American economy into a vast net of public and private educational factories by the year 2000" (1978).

Although America is facing intensified competition from other countries in many areas of industrial technology, the United States enjoys a strong economic advantage in the area of higher education. "This means that the real economic costs of educating a student, measured by the sacrificial alternatives of doing something else with the resources dedicated to education, are probably lower in the United States than in other countries" (Fuller, 1978). The future may see the United States exporting its higher education expertise to improve its trade imbalance.

Seymour Fersh, former director of the AACJC Office of International Services, forecasts:

The active involvement of community colleges in the world will be an extension of the kinds of leadership and services which we have provided domestically - helping, among others, those in the community who have not traditionally qualified for postsecondary

education. Also, our institutions will be sharing the kinds of educational know-how that we have pioneered in the U. S. and which most interests and attracts foreign educators who have responsibility for introducing and promoting educational changes in their own countries. (1982, p. 4)

Community colleges are in a unique position to lead in the international education movement. Dr. Ernest Boyer, in the keynote address at the 58th Annual Convention of AACJC, stressed the need for community colleges to provide leadership in the area of international education.

There has, and I've heard it, been a shocking attitude in higher education that it is somehow illegitimate for our community colleges to concern themselves with global education. It's been snobbishly proposed that this is the senior college turf - as if 35% of our higher education students can be cut off from the significant issues of our time. I reject absolutely such disturbing nonsense. Indeed, I'm convinced that the two-year colleges not only have a right to establish international linkages, they should lead the way. They have an obligation...I'm convinced that these programs are absolutely crucial...for if we do not give our students real perspectives and teach them to live together with civility and constraint, we will have mortgaged our future on the short-time satisfactions of today. (Note 1)

Significant progress has been made over the past decade in internationalizing our community colleges. International education is here to stay. The Board of Directors of the American Association of Community and Junior Colleges recently adopted a Statement on the Role of International/Intercultural Education in Community Colleges supporting the efforts made by community colleges in the area of international education. Our hope for the future is that our educational institutions can reverse the findings of the Educational Testing Service which demonstrated the lack of understanding college students possess about international affairs. Community colleges can aid in developing America's "International Intelligence Quotient" by continuing to develop international educational programs and activities.

APPENDIX A  
AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES -  
STATEMENT ON THE ROLE OF INTERNATIONAL/INTERCULTURAL EDUCATION  
IN COMMUNITY COLLEGES

The interdependence of the peoples and nations of the world is an expanding dimension of twentieth century life. Education for international/intercultural understanding has thus become imperative for Americans. The urgency of world issues confronting the United States increases the need for an internationally aware and competent citizenry to understand and function within the diverse cultures and systems of our country and of the world.

To create this competent citizenry, international education must receive increased emphasis. Community colleges are in a strategically strong position to undertake this challenge, due to their direct contact with American communities.

Therefore, the American Association of Community and Junior Colleges encourages community, junior and technical colleges to establish clear institutional goals and policies regarding international/intercultural education that advocate the values of the international dimension throughout the total institutional program.

The AACJC recognizes the need for providing appropriate support services within its capabilities and structure to assist in the development of international and intercultural education in community, junior, and technical colleges.

The AACJC recognizes and accepts the responsibility to provide leadership in interpreting and supporting the role of two-year, community-based institutions in international education.

## A POSITION PAPER ON THE ROLE OF THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES IN INTERNATIONAL EDUCATION

### Introduction

International/intercultural\* education is a term which encompasses a number of educational activities, most commonly including the following programs: an overall curriculum with global dimensions; foreign language programs; cultural and ethnic studies; study abroad programs; foreign students on U. S. campuses; faculty exchange programs; community forums on foreign policy issues; and the provision of technical assistance to other countries.

However all-pervasive and sometimes ill-defined international education is, its advocacy is based on the need to enhance the international/intercultural understanding of Americans, to build a foundation for a well-informed citizenry and to enrich the lives of students and learners.

The efforts of community colleges in international education are noteworthy. Their educational programs have been cited in national publications, such as the recent Handbook of Exemplary Programs and one of its companion volumes, The World In The Curriculum, produced by the Council on Learning. A number of community colleges have received program development grants from the Department of Education and the National Endowment for the Humanities. Many have sponsored citizen forums on foreign policy issues in collaboration with the Foreign Policy Association and the Department of State. Some sponsor study-abroad programs. Of the entire undergraduate foreign student population in the United States, approximately 30% is enrolled in two-year colleges. Also, community colleges provide countless numbers of refugees with higher education opportunities.

### The Role for the Association in International Education

The stated mission of the AACJC is to exert leadership, act as advocate and provide services in support of the community, junior, and technical colleges, as these colleges deliver accessible educational opportunities designed to address the needs of the individual organizations and communities forming their constituencies.

These very roles of leadership, advocacy, and provision of services have direct application to the field of international/intercultural education. Leadership is needed to provide direction as the populist dimension of international education assumes increasing urgency.

Advocacy is necessary because there is no other national organization which will represent community college concerns, needs, and problems as accurately and as vigorously as AACJC.

Services are needed to assist the majority of community colleges still uncommitted to international education. Withdrawal of AACJC's leadership, advocacy, and services in international/intercultural education would, at the least, dull the international dimension in community colleges and diminish opportunities for our students to become well informed. The "populist movement" in international education would likely suffer a

\*For ease, the term international education is used throughout most of this paper to denote intercultural as well as international education.

setback as well, and the communication linkages with educators from other countries would be damaged also.

Thus, AACJC should continue its commitment to international education and improve its services to community colleges in the following ways. Recommendations 2-11 were formulated along the lines of the general goals which the AACJC Board of Directors approved at its August 1981 meeting.

#### Recommendations

1. Affirm that the goals of international/intercultural education are consonant with the Association's mission and goals by adopting an appropriate policy statement on international education. This is not a new recommendation and it is one which received national attention in 1978 in the report of an AACJC-sponsored colloquium on the community college in international education. Entitled Internationalizing Community Colleges, the report states:

We recommend to the American Association of Community and Junior Colleges that: It (AACJC) should develop, through its leadership, a national mission statement and rationale on the role of community colleges in international and intercultural education.

2. Enhance international understanding of community colleges by developing a public information program and network. Embassies, international organizations and national organizations in the field of international education would be target audiences.

3. Advocate both federal and private support for the development of international/intercultural studies and foreign languages in community colleges. Grant programs of the Department of Education, National Endowment for the Humanities, the Funds for the Improvement of Post Secondary Education, and the Fulbright Exchange Programs should be given special attention to insure their mandates, policies, and practices encompass the needs of community colleges.

4. Promote the integration of international/intercultural dimensions throughout the community college by developing services to provide direct assistance. Some specific services could include the development of: (a) a consultant/in-service training network; (b) a short-term faculty abroad program; (c) a how-to-do-it handbook of international/intercultural program modules; and, (d) a survey of the involvement of community colleges in international education and technical assistance programs.

5. Represent the interests of community colleges to other private national organizations in the field of international education such as the National Association for Foreign Student Affairs, the Council on International Educational Exchange, the Institute of International Education, etc., to encourage their programs and services be applicable, where possible, to the community college student population.

6. Develop and enhance the working relationships with counterpart organizations overseas to facilitate exchange of information and assist AACJC member colleges in their student and staff exchange activities.

7. Encourage and assist community colleges to focus on developing or improving programs and services to meet the needs of ethnic groups, refugees and immigrants, and foreign students, to the best of their abilities.

8. Survey the programs of foreign languages in occupational curricula to determine their effectiveness in meeting employer needs. Encourage greater attention be paid by individual colleges and national organizations to the importance of teaching students "functional second language fluency."

9. Continue to offer the following services: the sponsorship of public forums and professional development workshops; identification of consultants and resource people; the production of publications; assistance in arranging meetings with embassies and Washington-based organizations and informing AACJC members of pertinent events and resources in international/intercultural education.

10. Collaborate, where appropriate, with other organizations to pursue common objectives in the area of international/intercultural education.

11. Promote membership in the AACJC International/Intercultural Consortium and continue to provide the I/IC secretarial services.

12. Develop strategies to continue support of the AACJC Office of International Services.

APPENDIX B  
FLORIDA HOUSE OF REPRESENTATIVES ADOPTS A RESOLUTION RECOGNIZING  
AND  
SUPPORTING THE COMPONENTS OF INTERNATIONAL EDUCATION IN HIGHER  
EDUCATION IN THE STATE.

The following resolution was drafted by the Florida Collegiate Consortium for International/Intercultural Education and was introduced into the Florida House of Representatives as House Resolution No. 960 by Charles A. Hall, D-Miami. The resolution was adopted by the House on March 16, 1982.

WHEREAS, the 96th Congress of the United States, in 1980, passed Concurrent Resolution 301 which called for increased emphasis on international studies and foreign language at all levels of American education, and

WHEREAS, the President's Commission on Foreign Language and International Studies, in 1979, concluded that "nothing less is at issue than the nation's security" if measures are not taken to increase the international understanding and competencies of United States citizens, and

WHEREAS, the State Board of Education, in 1979, adopted the Resolution to Support the Concept of Global Education, and

WHEREAS, in 1980, the Board of Regents endorsed the recommendations of the President's Commission on Foreign Language and International Studies to improve language study and multilingual/multicultural education in the state, in order to increase Florida's capabilities of attracting international commerce, and requested supplemental funding for 1980-81 to support interinstitutional consortia for international/intercultural education, and

WHEREAS, in 1980, the National Assembly on Foreign Language and International Studies concluded that a fully integrated international curriculum is required to "produce a well-informed and proficient citizenry" and that all Americans should work toward assimilating a global perspective and attaining proficiency in more than one language, and

WHEREAS, the Department of Education recently endorsed and supported the creation of the Florida Advisory Council for Global Education, and this advisory council developed a State Plan for Global Education in Florida, and

WHEREAS, the impact on our nation of recent world crises, such as the Cuban and Haitian refugees, the situations in Afghanistan and El Salvador and the holding of United States citizens as hostages, dictates the need for increased global knowledge and understanding, and

WHEREAS, the increasing interdependence of nations demands that citizens be educated for decision-making in a global society, and

WHEREAS, the formal study of foreign language in the United States has

declined alarmingly in the past decade at a time when greater language capacity is required for national security and economic interests, and

WHEREAS, more than 500,000 persons who were not United States citizens resided in Florida in 1981, and

WHEREAS, there are 22 international ports of entry in Florida, and

WHEREAS, in 1980, goods valued at \$10.34 billion were exported from Florida ports and goods valued at approximately \$6 billion were imported through Florida ports, and

WHEREAS, in Florida, in 1981, there were 276 foreign-owned companies which employed more than 20,000 workers, and

WHEREAS, in 1980, direct foreign investments from 40 countries totaled over \$1 billion in Florida, and

WHEREAS, there are five foreign trade zones in Florida, and

WHEREAS, in 1980, there were 24 Edge Act Banks and 23 foreign banks in Florida, and

WHEREAS, more than 40 nations maintain consulates in Florida, and

WHEREAS, in 1981, there were more than 2 million international visitors to Florida, and

WHEREAS, since the enrollment of international students provides United States students with exposure to other countries, cultures and perspectives, and the experiences of international students in the United States lead to the development of favorable attitudes towards the United States by the international students, many of whom are future leaders of their native countries, approximately 11,600 international students were enrolled in Florida community colleges and universities in 1980-81, and

WHEREAS, for the year 1980-81, the economic impact of the Florida economy of the recommended monthly maintenance for these 11,600 international students was approximately \$63.8 million, excluding money for fees, tuition, books, insurance, travel, and dependents, and

WHEREAS, participation in a study abroad or faculty exchange program offers the participant the opportunity to experience another country and culture, thus providing knowledge and insights into differing value systems and perspectives of the world, and

WHEREAS, the student who has studied abroad is frequently better prepared to enter the job market and is a more valued and skilled employee in an increasingly interdependent world.

NOW THEREFORE,

Be It Resolved by the House of Representatives of the State of Florida:

The House of Representatives of the State of Florida recognizes the importance of the components of international education programs in Florida community colleges and universities, including foreign studies, the promotion of global awareness, the infusion of international dimensions into on-campus curricula, the enrollment of international students, opportunities for students and faculty to study and work abroad, and community involvement.

BE IT FURTHER RESOLVED that the House of Representatives of the State of Florida supports efforts to further these components of international education in higher education in the State of Florida.

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## ABOUT THE AUTHORS

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Dr. Hugh Adams, a native of Punta Gorda, Florida, holds an Associate of Arts Degree from the University of Florida, and three degrees from The Florida State University, including the Ph.D. in Educational Administration. He distinguished himself at Florida State as one of the University's first All-Americans in football in the late 1940's and was recognized as one of the top student leaders of his day.

After spending a year as a teacher and coach at Leon High School in Tallahassee and three years in the Navy, Dr. Adams returned to F. S. U. as an assistant varsity football coach. In 1958, he left coaching to begin work on his doctorate. During that time, he worked as an Assistant Director of Housing and Instructor of Education. Upon completing the doctorate in 1962, he became Assistant Dean of Men and Assistant Professor of Education.

Dr. Adams left F. S. U. to serve as Superintendent of Charlotte County Schools. In 1968, Dr. Adams was named President at Broward Community College.

His distinguished public career has won him recognition from a number of local, state, national, and international organizations. He currently serves as the Director of the Opera Guild of Fort Lauderdale, Chairman of the Southeast Florida Educational Consortium, a member of the Board of Directors of the American Council on Education, and Chairman-elect of the International/Intercultural Committee of the American Association of Community Junior Colleges.

During his career he has traveled extensively, having served as a consultant in Israel, Jamaica, Kuwait, and India and having participated in study missions in England, Belgium, Czechoslovakia, the Soviet Union, Germany, and Spain.

Dr. Adams and his wife, Joyce, are the parents of three children, Joy, Al, and Paul.

Glenda Earwood, Research Associate with the Institute for Studies in Higher Education at The Florida State University, is a doctoral candidate for the Ph.D. in Higher Education Administration. Prior to entering the doctoral program in 1980, Ms. Earwood was the Director of Student Life at Austin Peay State University in Clarksville,

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At the same time Ms. Earwood held the Director of Student Life position, she was the Executive Director of the Intercollegiate Association for Women Students. Her activity in women's organizations dates back to her 1973-74 presidency of the Associated Women Students at Auburn University.

In 1978-79, Ms. Earwood was a counselor for the Special Services/Upward Bound programs at Gadsden State Junior College in Gadsden, Alabama. From 1975 to 1978, she held the position of Student Living Counselor at Georgia Southwestern College in Americus.

Glenda Earwood holds both a Bachelor's and Master's degree from Auburn University where she was a member of Mortar Board, Who's Who, Alpha Lambda Delta, and the Auburn University Band. A native of Birmingham, Alabama, she graduated summa cum laude from Auburn in 1974.



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